



**journal of SOCIAL HYGIENE**

vol. 39

march 1953

no. 3



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### About our cover . . .

A Dutch Family, by Frans Hals. Twenty-first of a series of Journal covers on family life . . . photograph courtesy of the Cincinnati Art Museum (Mary Emery Collection).

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### THE JOURNAL OF SOCIAL HYGIENE

official periodical of the American Social Hygiene Association, published monthly except July, August and September at the Boyd Printing Company, Inc., 374 Broadway, Albany 7, N. Y. Acceptance for mailing at the special rate of postage provided for in Section 1103, Act of October 3, 1917. Entered as second-class matter at the Post Office at Albany, N. Y., March 23, 1922. Copyright, 1953. American Social Hygiene Association. Title Registered, U. S. Patent Office.

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## Preinduction Health and Human Relations

None of us stands still. Both our environment and experience demand constant adjustments if we are to grow and develop towards emotional maturity. Today America's young people must cope with the normally difficult problems of adolescence, intensified by the demands of a complex culture and a long-term national emergency.

Youth-serving agencies and schools and colleges will find the American Social Hygiene Association's latest book, *Preinduction Health and Human Relations*, a stimulating resource in their efforts to help young people meet the problems of the day:

- Changes in family situations as fathers—and mothers, too—move into defense industry, often in distant communities.
- Uncertainties about dating, courtship and marriage in these unpeaceful times.
- Newly encountered influences on personal morality.
- Pressures of promoters of prostitution and allied vice, always intensified during critical periods.
- Postponement of education and vocational plans.
- And in many instances temporary frustration of the normal desire to marry and raise a family.





*Many must  
postpone marriage  
and parenthood.*

The book is based on classroom-tested materials used by schools and colleges that pioneered in preinduction education in its broadest sense. Principles formulated by the American Association for Health, Physical Education and Recreation and by the National Education Association and the American Association of School Administrators have been valuable guides for the editors, Roy E. Dickerson, executive secretary of the Cincinnati Social Hygiene Society, and Mrs. Esther Emerson Sweeney, director of community service for the American Social Hygiene Association.

*Preinduction Health and Human Relations*—not a course of study—is a curriculum resource which brings together ideas and information usually scattered through various courses and several grades. Here are broad concepts, not methods. Here are new materials for strengthening courses, for integration into many courses, for a special course or for part of a course. Here are ideas to help teachers, clergymen and group workers to plan units and group discussions . . . that young people may grow physically, emotionally, socially and spiritually.

The editors of *Preinduction Health and Human Relations* are indebted to Cincinnati's public schools and to other schools and colleges for permission to use and modify curricular outlines, and to many busy authorities who gave valuable advice and criticisms for developing the book.

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*Effective Living in the National Emergency is the first of a series of chapters from Preinduction Health and Human Relations which the Journal plans to publish in successive issues.*



## Effective Living in the National Emergency

### *For the Instructor*

This chapter provides instructors and group leaders with material for one or two introductory sessions with young people. Although the general aim of this book is the preparation of young people for healthful living in the present national emergency and the development of healthy attitudes towards playing their part in the nation's defense, it is essential to clarify certain basic and specific points at the outset:

- Healthful, effective living is a personal and social responsibility at all times and a mode of life that will facilitate youth's achieving its goals.
- The national emergency (and the demands it makes on individuals and on the country generally) needs to be faced calmly as a reality in the lives of all Americans, probably for a long time to come.
- To meet constructively any emergency, short or protracted, one needs to exercise appraisal, intelligent planning and maximum effort in integrating that emergency into one's total scheme of living.

Adults may need to guard against undue concern that discussion of the national emergency may be alarming to young people. Youth's capacity to face and deal with reality, when its terms are understood, ought not to be underestimated. Indeed, evasive silence regarding the national emergency is apt to cause youth far more uneasiness than a candid and calm appraisal of it or an opportunity to analyze it and relate it to both their day-by-day living and to their plans for their own lives.

### *For Use with Students*

At all times—in war or peace, in national emergencies or in times when the country is secure and unthreatened—people want to get the most from life and to bring to the job of living the best possible equipment. In its broadest terms health—physical, intellectual, emotional and spiritual—is basic equipment for full, productive, satisfying and effective living.

Preinduction health education is not limited to preparing young men and women for service in the Armed Forces, since practically everyone will have some part to play in the nation's defense and security for an indefinite time to come. If not actually in the Armed Forces or defense work, young men and women may find themselves being, in a sense, inducted into jobs and responsibilities



related to the national emergency. In one way or another, housewives and mothers, college students, businessmen and women are affected also.

In short, development of the best health in outlook, attitudes and physical and spiritual fitness is essential to all living as well as to making one's maximum contribution to national needs.

### *What Can Be Anticipated?*

The national emergency may continue for many years. It is not of this country's making, yet it must be met with every resource we possess.

Most young men and many young women will enter the Armed Forces for a period of their lives, gaining much by the experience and giving much to the country's protection.

Requirements of defense industry are expected to grow heavier, not lighter. Calls for manpower will increase. Young men and women will play their part by turning out the thousands of products needed to equip the Armed Forces, as their older brothers and sisters did in World War II.

Many of America's homes will undergo change as fathers (and mothers too) enter defense industry either in their own community or in other parts of the country.

Today's young people are in many ways better prepared right now to take these changes and concomitant adjustments in stride than were young people before World War I, for example. Boys and girls now in high school have already demonstrated their adaptability to rapidly changing circumstances. They adjusted successfully to the problems of World War II, many of which were far graver than those anticipated in the present national emergency.

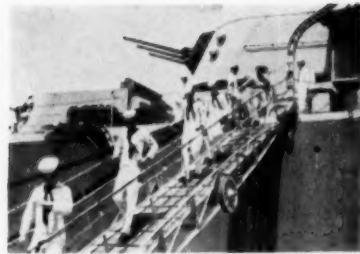
But now they will have new roles to play, roles played previously by older brothers and sisters, by fathers and mothers. Being able to look ahead a little and to foresee and plan around the national emergency is to their advantage.

Many boys and girls going into the services will never have been away from home before. Many will enter defense industries in communities at a distance from home. Undoubtedly many will have far more freedom than ever before.

Being away from home will present some new problems and will require the best and most mature use of this new freedom. This may be difficult for some. Parents, clergymen and teachers who have been good friends and advisers—the people to whom youth has normally turned for help in making decisions—will not be right at hand. Young people will, of course, find new counselors in the Armed Forces and in their new communities, though not immediately. Meanwhile, they will have to depend upon their own experience in decision-making, upon their own standards, inner resources and convictions.



*On leave—  
dissipation  
or clean fun?*



High school boys and girls are eager to stand on their own feet . . . and rightly so. They want to meet and solve their own problems and to face life as young adults. To accomplish this without the people to whom they normally turn when problems seem a little too big to tackle alone, boys and girls need to think out a good many issues right now.

Many problems young people face in the national emergency would have to be faced sometime, in any event. Others have their roots in the emergency itself and either would not exist at all or would exist to only a limited degree but for the emergency.

#### ***Everyone's Everyday Job of Development***

Whether the emergency had arisen or not, all young people would have to learn how to deal with friendship, love, marriage and family life to their own and society's best advantage.

- Everyone must learn how to understand and manage emotions and how to make them serve him constructively. Learning this is a normal, fundamental job.
- Another everyday job is to find ways to keep fit and to prevent the fatigue and tension that may affect one's ability to control emotions.
- All human beings have to learn how to appraise their actions against permanent values and how to live, grow and develop along lines of good moral and spiritual health.
- Learning to use one's intellect, learning to *learn*, to plan, to organize work or study, to bring reason and judgment into situations where emotion may move one to act impulsively, even wrongly . . . these are all part of living and growing.

Mind, body, emotions, spirit require maximum development in war or peace if human beings are to enjoy and get the most out of the experience of living.



Young men and women want to get on with the job of living and to fulfill their own hopes, ambitions and goals. The everyday job of personal development need not be hindered by the emergency . . . with good planning and forethought it can be accelerated in the process of making one's contribution to the emergency.

There are things to learn in practically any new situation, people to meet and work with, opportunities to make decisions on important issues, acquaintances to make that may lead to lifelong friendships and to lasting, happy marriage and family life. Business, industry, the Armed Forces . . . all offer the young man and woman innumerable opportunities for realizing the best in themselves.

### *Special Problems of the National Emergency*

War, the threat of war or a long period of national defense brings some problems into sharp focus, creates some difficulties that must be met and solved, sets up certain tensions in everyday life that need to be alleviated in sound and constructive ways.

Sudden changes in one's way of living—induction into the Armed Forces, transfers from one location to another within the service, movement about the country to work in defense industry—may create feelings of anxiety and fear. In such circumstances many young people become lonely, homesick and discouraged.

There are ways of meeting these problems. The important first steps are:

- To anticipate what these potentially upsetting conditions may be.
- To foresee what they may mean to oneself.
- To plan how best to meet them.

For many young men and women the emergency involves long periods of living and working almost entirely with people of their own sex. Normal day-to-day relations with young people of both sexes are curtailed. Such a circumstance calls for reserves of good mental health with which to meet the strain of this particular mode of life. After a long time at sea or at a remote military post a young man on leave may decide to abandon his usual moral and social standards when he meets girls. Or he may—if he brings mature judgment and reason and sound personal values to bear on his impulses and emotions—behave with maturity and decency and seek good times that harm neither himself nor another.

Stepping up of industrial production may from time to time make inroads on the physical and nervous energies of young people. There are ways to offset the effects of fatigue. To achieve their value as habits rather than just as remedies, they need to be known and thought about and practiced now.



*There will be  
other advisers  
after induction.*



Life in the Armed Forces entails living within a framework of discipline. Young men and women who have never learned to live comfortably within the normal demands of the discipline of civilian living may find this somewhat of a hardship. Individual wishes and whims cannot be countenanced in the Armed Forces (any more than they can be, actually, in civilian life).

Young people need to think about discipline now, to weigh what discipline really involves and to recognize how great a part it plays in their day-to-day living . . . even though it may not be labeled "discipline."

Acceptance of discipline is not just meaningless submission. It is positive cooperation for the attainment of a goal. It is teamwork, with each individual pulling his own weight. Whether in the Armed Forces or on a football team, discipline requires prompt, willing obedience to commands. The best discipline in military or civilian life is, of course, self-discipline . . . the individual's doing what is right because he knows it is right and because he wants to do what is right. Willingness, cooperation and enthusiasm are the key words in discipline.

Young people, reflecting on how they now live in matter-of-fact, pleasant cooperation with classmates, teammates and family, will realize that discipline is not the formidable word it seems to be. But in any group of young people there are usually a few who do not offer ready, enthusiastic and willing cooperation. They probably need some special help, counseling or guidance in this aspect of living.

### **Boy-Girl Relationships**

Relations between boys and girls are also likely to present some problems during war or emergency. Boys and girls frequently act on impulse and



emotion in wartime or other times of crisis. Sometimes they marry hastily, without regard for the fact that marriage is not a temporary relationship and that it requires a great deal of advance thinking and planning. Such marriages are usually entered into with good will on both sides but, especially where there has been little time for deep roots to be developed in the relationship, due weight is not given to what long separations may do to a marriage. Nor is there understanding, perhaps, of how hard it may be for a girl to set up and maintain a home in community after community when her husband is transferred to various military installations.

Many young girls—during both World War I and World War II—lowered their standards of personal behavior in their relationships with boys. Sometimes, feeling that dates were becoming hard to get, they resorted to what amounted to “buying” a date at the price of their own self-respect. Mistaken notions of patriotism—completely out of perspective—led some girls into feeling that they “owed” boys in the Armed Forces a “debt,” one they paid at the expense of their own self-esteem.

Boys, too, rationalized promiscuous sexual behavior as “a last fling.” Or they accepted the standards of some of their buddies and tried to convince themselves that promiscuous sexual relations with pick-ups, prostitutes or even young women of their acquaintance were evidence of being “manly” and “grown up.”

Mature people work for distant goals, not immediate satisfactions. Mature people see rationalizations for what they are . . . ways of justifying to oneself what one wants to do, whether right or wrong.

Mature people realize that in many aspects of life one must defer immediate satisfactions for long-term goals. Carefully supervised dieting means saying “no” to chocolates, potatoes or ice cream sodas today for a trim figure and healthy body tomorrow. A sound plan of study, aimed at specific scholastic achievements, may mean “no” to movies or dancing when they interfere with the job at hand.

Similarly, the achievement of mature, lasting love and a happy marriage requires that one defer many immediate gratifications for a goal that is real, even though not immediately within reach.

In wartime, or in a national emergency, certain problems of physical health and well-being demand awareness, wise planning and sensible health-consciousness. The special conditions of life in the Armed Forces and in crowded industrial areas call for special safeguards against such diseases as influenza, common colds, malaria and dysentery. Such communicable diseases as syphilis and gonorrhea usually increase in both civilian and military populations because of lowered barriers against sexual promiscuity.

The preservation of physical health and fitness and especially the avoidance of communicable diseases—saboteurs of national defense—are responsibilities





*How to deal with love? One of their most stirring problems.*

youth can meet by anticipating them, by planning to meet them and by maintaining good health habits.

#### ***Foreseeing, Understanding, Planning—Everybody's Job***

All these problems created or intensified by the national emergency can be intelligently and rationally resolved. Primarily, they require an understanding of oneself. They demand thinking and planning in terms of a philosophy of life and of human relations. How each individual meets them will affect his entire life.

All the years spent in school would be meaningless if they failed to help boys and girls to anticipate, understand, meet and solve genuine life problems. The last years in high school are a time when all young men and women can bring together all they have learned in school, at home, in church and in their experience of life up to now . . . and use it to meet the future competently and confidently.

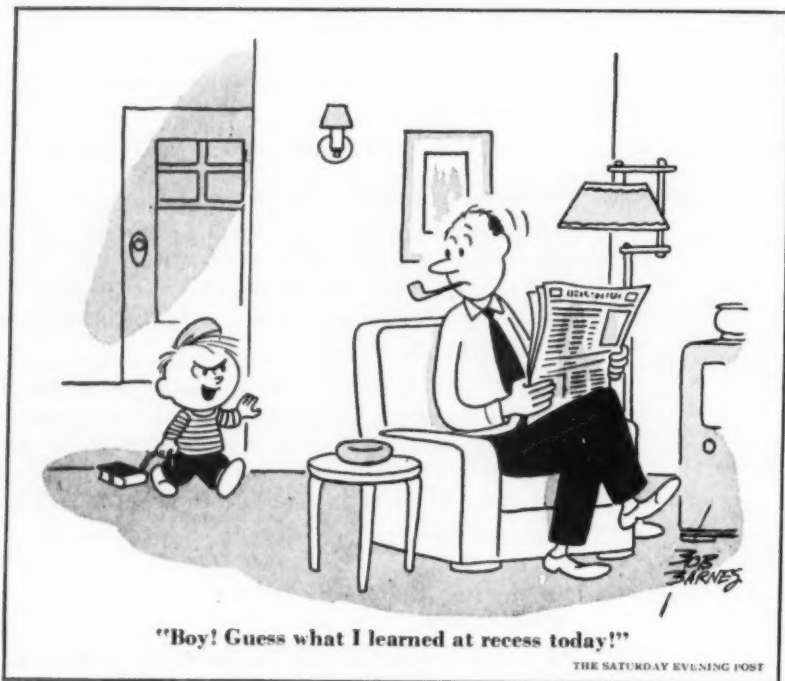
#### ***Class Activity***

- Ask each student to write (unsigned) five questions he would like to have answered during forthcoming sessions. Have them tabulated by one or two students. Supply each student with a copy of the results. Throughout the course he can see whether or not the questions have been answered or require further discussion.



**Class Discussion**

- Why should the individual concern himself with physical health and fitness in view of the fact that the Armed Forces have such excellent health programs?
- Why does discipline depend upon cooperation? Couldn't discipline be established successfully under a system of orders and punishments?
- Why should boys and girls understand the nature and meaning of the national emergency? Why should they understand what the country is fighting for in time of war?
- Is world communism "a real and present danger" to world peace? To the security of the United States?



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# Sex Education in Pennsylvania's Public Secondary Schools

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*by John W. Masley and Arthur F. Davis*

One of many problems confronting school administrators today is the question of public education's responsibility for a child's social hygiene or sex education. Many feel that sex education, one phase of family life education, is a responsibility of the child's parents . . . others say the schools should play an active role in this field. If the schools assume this responsibility, these questions then arise:

What should they teach?

Whom should they teach?

Who should teach?

When should they begin?

These are the questions school administrators must answer . . . and they're questions not in many cases easily solved.

To see how some schools have handled sex education, we took a look at the present practices in the public secondary schools of Pennsylvania.

## **Procedure**

In our survey we used two research techniques, the questionnaire and the interview. With a carefully constructed questionnaire we hoped on the one hand to obtain information on a school's sex education program and on the other to give to school administrators who answered our questions sound ideas about the scope of a well-rounded program.

Several recognized leaders in the field reviewed and criticized our preliminary questionnaire and helped us make it as effective a tool as possible.

During the school year of 1950-51 we mailed our questions to the principals of all the public secondary schools in Pennsylvania. We received 777 replies (75.4% of the schools) . . . from all types and sizes of schools in all parts of the state.

To reinforce the results of the questionnaire, we visited 15% of the schools which indicated they had a planned program of sex education, and interviewed school administrators and teachers. These schools, too, varied in size, type and location.



### *Types of programs*

From our questionnaire-survey and interviews we learned that Pennsylvania's public secondary schools offered many varieties of sex education programs. About 80% provided sex instruction in some form; only 20% had none at all. Among the schools offering sex education, a third planned the program and the others provided it informally or incidentally.

We learned that most of the schools which provided no sex instruction at all were small schools, and that most of those which had planned programs were large. While a larger percentage of junior high schools had no sex education programs, senior highs and combination junior-senior highs had the greatest number of planned courses.

### *Reasons for lack of program*

To find out why some schools did not offer planned sex education, we asked the administrators what prevented the development of a program. Two out of five replied: "Lack of trained teachers." One out of five said the deterrent was parental objection or curriculum tradition.

Only 15% said they did not feel the need for sex instruction in the schools. About the same number said objection by religious groups hindered the development of sex education in the schools, which might mean that the church felt it was assuming adequately the responsibility of providing sex education. Or it might mean that the school and church were cooperating closely, each assuming a specified part of the job.

### *First steps*

How should a school administrator go about developing a sex education program?

To get a comprehensive picture of how the programs got started in Pennsylvania, we asked the principals whose schools had planned programs, to tell us what they had done.

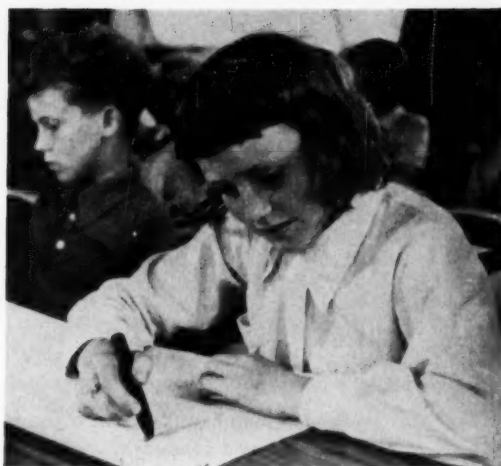
We asked, "Who were among the first in your community to recognize the need for and take positive action in the development of the sex education program in your high school?" Four out of five administrators replied, "The teachers." One out of four said the students were among the first to see the need, and one out of 10 said parents, parent-teacher groups or school boards. Few mentioned the clergy or civic organizations.

Apparently the schools, especially the teachers, first recognized the responsibility of public education in this field.

The administrators pointed out also that in the actual planning of sex



*They  
need  
more  
teachers  
with  
more  
special  
training.*



instruction, they got more help from the teachers and students than from any other source. While the administrators themselves were not among the first to see the need for sex education, at the planning stage half of them played an important role.

About one school in four had help from public health nurses in instituting a sex education program, and about one in seven had help from physicians. Few had help from parents as such.

Clearly, the teachers and administrators carried the greatest share of the responsibility in planning the sex education programs of their schools. Why? Because of lack of cooperation on the part of other groups? Because the schools took on the responsibility? Our study does not answer these questions. It does show that the schools took the lead in planning.

### ***Resources***

We obtained a slightly different picture when we asked the principals to name the more helpful resources they used in developing their sex education programs. Most frequently they mentioned teachers of health education, biology and home economics, but a sizable percentage also mentioned outside groups—physicians, public health nurses, social hygiene lecturers and ministers.

### ***Instructional units in the programs***

Analysis of the programs themselves reveals a complex picture of practices. The replies to our questionnaire (and our interviews) show that very few schools follow a pattern in presenting various units in their program. The





*Public health nurses  
help to develop  
school programs.*

schools which had planned programs of sex education taught well-defined units in well-defined courses . . . while those which provided informal or incidental sex instruction depended largely upon students' questions or other demands to introduce a specific topic.

The course in which a unit was taught varied from school to school, as did the grade level at which it was introduced. Some schools separated the boys and girls for sex instruction; other didn't.

When we analyzed separately each of the units on the questionnaire, we made several observations on the handling of specific topics:

#### *Anatomy of the generative organs*

This subject was taught in two-thirds of the planned programs but in only a fourth of the informal programs. Most of the planned programs allotted the topic to health classes, with boys and girls separated. Where taught incidentally, it appeared most often in biology, with girls and boys together.

Senior high schools usually carried this unit in the 10th grade. Combination junior-senior high schools—the 7th grade through the 12th—most often put it in the 12th grade if in a planned program, otherwise in the 10th grade. In junior high schools—the 7th grade to the 9th—it was taught in the 9th grade . . . and 12% of the schools introduced it as early as the 7th grade.

#### *Reproduction*

The teaching of animal reproduction followed a similar pattern in both the planned and informal programs. About half the schools included it in a mixed biology class in the 10th grade. But the junior high schools most often taught it in health classes, with boys and girls separated.

In planned programs, human reproduction was taught in segregated health classes more often than in mixed biology classes. Half the schools taught this unit . . . the majority in the 12th grade.



But curiosity among students apparently manifests itself earlier than the 12th grade, because most of the informal programs covered this topic in the 10th grade, a fourth of the schools dividing the material equally between biology and health classes. Among the informal programs in the junior high schools only a few taught this topic.

### *Menstrual hygiene*

This topic was taught almost exclusively to girls, although one out of four schools with planned programs taught it to boys in health classes.

In planned programs discussions of menstrual hygiene appeared most frequently in the 12th grade, while in the informal programs the topic appeared more often in the 9th and 10th grades, with 42% of the junior high schools introducing it in the 7th grade. Three out of four schools taught menstrual hygiene in the health class, and one out of four also taught it in the home economics class.

### *Seminal emissions*

A unit on seminal emissions appeared in half the boys' health courses and in a third of the girls' health classes in the planned programs. Less than 20% of the informal programs included it. Relatively few schools introduced the subject before the 12th grade.

### *Masturbation*

Schools treated the subject of masturbation in almost the same manner as they did seminal emissions. A few schools with incidental sex education programs presented it in the 10th grade.

### *Heredity and eugenics*

About half the schools we studied teach heredity and eugenics. Half those with planned programs covered the subject with boys and girls separately in health classes, the other half with mixed groups in biology classes. Schools with informal programs usually included heredity and eugenics with biology.

There was considerable variation in the grade where the subject was taught . . . about an equal number of schools indicated the 10th, 11th and 12th grades.

### *Prostitution*

Half of the schools with planned programs, but less than 15% of those which taught sex education only incidentally covered the subject of prostitution. Most frequently it was taught in segregated health classes. Only a few schools introduced it before the 12th grade.

More large schools in urban areas covered this topic than did small schools in rural communities, indicating perhaps that the greater accessibility of





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prostitution in cities required city schools to make a greater effort to warn students of its dangers.

#### ***Venereal disease***

More schools taught about VD than about prostitution, most often in 12th grade health classes with boys and girls separated. One school in 10 taught the subject to mixed biology classes in the 10th grade.

#### ***The problems of adolescence***

Over half the schools with planned programs and a third of the schools which provided sex education only incidentally taught their students about the physical, emotional and social changes of adolescence. Most of them presented the subject in health classes, although many presented it to girls in home economics classes.

Did the schools with planned programs fail to recognize early enough the needs of adolescents to discuss their problems? It would seem so. For the schools with informal sex education programs—those who depended largely on their students' questions to introduce a topic like this—most frequently reported that they discussed the problems of adolescence in the 10th grade . . . the others planned to wait until the 11th and 12th grades to introduce the subject. The lag in the planned programs became even more dramatic when we found that over half the junior high schools taught their 9th-grade students about the problems of adolescence, and another 25% introduced the topic as early as the 7th grade.

#### ***Dating, petting and necking***

Schools handled these topics about the way they handled the discussions of adolescence. While fewer schools introduced the questions of dating, petting and necking, those with planned programs again showed a lag by delaying them till the 11th and 12th grades.

Students in schools without planned programs most often raised questions about dating, petting and necking in the 10th grade, and 40% of the junior high schools covered these subjects in 9th-grade girls' health classes.



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and Pennsylvania State College.  
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at Eastern Illinois State College.*

*John W. Masley*



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### ***Courtship and engagement behavior***

Generally, schools discussed this topic in the 11th and 12th grades. About 40% of those with planned programs taught a unit on courtship and engagement behavior in the health course. Those which provided sex education only informally covered the topic in boys' health classes and girls' home economics classes.

### ***Marriage***

The schools handled discussions of mate selection and adjustment in marriage in much the same way as they did those on courtship and engagement behavior. Most of them reported that they covered the subject in the last two years of high school.

One school out of 10—whether it handled sex education methodically or informally—discussed courtship and engagement behavior, mate selection and adjustment in marriage in social studies classes of both boys and girls . . . apparently finding this course a satisfactory avenue of approach to these questions.

Less than 20% of the schools with planned programs discussed planned parenthood (family-spacing). Those which provided sex education only incidentally mentioned planned parenthood very infrequently. Where taught at all, it was taught to boys and girls separately in their 12th-grade health classes and in girls' home economics classes.

Interviews with the principals whose schools did not include this topic revealed that they felt the teaching of planned parenthood was not one of the school's responsibilities.

### ***Pregnancy and infancy***

A third of the schools with planned programs of sex education taught the hygiene of pregnancy to their girl students, and a fifth taught it to boys. They covered it in their health classes, most often in the 11th and 12th grades. The schools which provided sex education informally taught the hygiene of pregnancy only to their 10th-, 11th- and 12th-grade girls in health classes.





*Infant care—  
almost entirely  
a girl's subject.*

The schools—regardless of whether they planned their sex education programs or not—taught infant care almost exclusively to girls. A little less than half of them covered the subject in home economics classes, fewer in girls' health classes. They divided about equally on the grade—the 9th through the 12th—in which they taught it. A few junior high schools introduced the subject as early as the 7th grade, but the majority of them covered it in the 9th grade.

#### *Sex education—a family responsibility*

A third of the schools with planned programs stressed in 11th- and 12th-grade segregated health classes the family's responsibility for the sex education of children. Only a few schools which provided sex education informally discussed this topic, most frequently in the 12th grade.

When a school—whether its program was planned or incidental—taught this subject in a class containing both boys and girls, it used the social studies course as a vehicle.

Most of the sex instruction—planned or informal—in the public secondary schools of Pennsylvania was provided in already established courses. Fewer than 3% of the schools set up special courses either in sex education or family life education. The greatest amount of sex education was provided in health classes . . . but biology, home economics and social studies courses also proved useful channels. Boys and girls shared equally in receiving sex instruction.

Although it seems to us in passing that schools with planned programs cover



more material on sex education than do those which provide sex instruction informally, we set out to report present practices rather than to evaluate programs.

### *What kind of teachers?*

Our survey disclosed that about as many women as men provide sex instruction in the Pennsylvania schools. Half the women teachers were married, 90% of the men.

When the survey was made, the women had been teaching more than five years, the men more than nine. Apparently, school principals are assigning the teaching of these subjects to their older and more experienced teachers . . . undoubtedly reflecting the view that those providing sex education should know and understand young people.

The schools with planned sex education programs reported that 56% of the men who taught these subjects and 46% of the women had special training and experience in teaching health education. About half the men had specialized in physical education, biological sciences or general science. A third of the women had specialized in physical education or home economics.

The schools which provided sex education only informally reported that about 45% of the men who handled sex topics had training or experience in biological sciences, and another 45% had specialized in health education, physical education or general science. Women teachers in these schools had about the same qualifications as their counterparts in schools with planned programs.

"How were the teachers in the sex education program in your school chosen for this work?" we asked. More than half the principals replied that their criteria were training and personality. About 40% said they had selected teachers with specialized training. Few said they had selected sex education teachers solely because of personality.

*Are their  
questions  
answered  
soon enough?*





### *Summarizing our findings*

What did we learn from our study? The evidence seems to warrant eight generalizations about the status of sex education in the public secondary schools of Pennsylvania:

- Students in the larger secondary schools receive a greater amount of planned sex instruction than do those in the smaller schools.
- Lack of qualified teachers hampers the development of a sex education program more than any other factor. Parental and religious objections are less effective obstacles.
- Teachers and school administrators were first to recognize the need for sex education in the schools. They also took the lead in planning how, when and what to teach. In planning their sex education programs, schools have used community resources in a rather limited way, although a few have asked the help of doctors and nurses.
- The schools place the most emphasis on the physiological aspects of sex. If they touch on the psychological and sociological aspects of the subject at all, they do so to only a limited extent.
- The schools provide the preponderance of sex instruction in the 11th and 12th grades. Is this early enough to be of greatest value to the students?
- Schools with planned programs cover sex education more comprehensively than do those which rely on their students to introduce the various topics.
- The schools are giving their more experienced teachers the job of sex education. Those trained and experienced in health education, physical education, biological sciences, general science and home economics provide most of the sex instruction that is given.
- The number of schools with planned programs in sex education is encouraging. We hope it indicates a trend toward the inclusion of sex instruction in the secondary school curriculum.



## Questionnaire

### I. General information

1. Name of School \_\_\_\_\_; County \_\_\_\_\_
2. Principal of School \_\_\_\_\_
3. Person filling out questionnaire \_\_\_\_\_; Position \_\_\_\_\_
4. Type of Secondary School. Indicate by (X).
 

2-Year High School _____	4-Year Junior High School _____
3-Year High School _____	4-Year Junior-Senior High School _____
4-Year High School _____	5-Year Junior-Senior High School _____
2-Year Junior High School _____	6-Year Junior-Senior High School _____
3-Year Junior High School _____	Vocational High School _____
Others (Please specify) _____	

### II. Development of sex education

1. Do the pupils in your high school receive any planned instruction in sex education? Indicate by (X). Yes \_\_\_\_\_ No \_\_\_\_\_
2. If the pupils in your high school do not receive any planned instruction in sex education, are provisions made for any type of informal or incidental instruction in this area? Indicate by (X). Yes \_\_\_\_\_ No \_\_\_\_\_
3. If your high school does not have a planned program of sex education, what factors are hindering or preventing the development of such a program? Indicate by (X).
 

Lack of Qualified Teachers _____	Objection by Religious Groups _____
Curriculum Tradition _____	Objection by School Board _____
Do Not Feel Need for Sex Instruction _____	Objection by Civic Organizations _____
Administrative Policy _____	Others (Please specify) _____
No Room in Curriculum _____	_____
Objection by Parents _____	_____
4. If your high school has a planned instruction program in sex education, who were among the first in your community to recognize the need and take positive action in the development of the sex education program in your high school? Indicate by (X).
 

Students _____	Parent-Teacher Association _____
Parents _____	Civic Organizations _____
Clergy _____	Health Council _____
Faculty _____	Others (Please specify) _____
School Board _____	_____
Curriculum Committee _____	_____



5. What were the more helpful resources used in the development of the sex education program in your high school? Indicate by (X).

**Specially Qualified Citizens**

such as:		Local Hospital	_____
Physician(s)	_____	Community Library	_____
Dentist(s)	_____	Local Board of Health	_____
Public Health Nurse(s)	_____	State Board of Health	_____
Social Hygiene Lecturer	_____	Adult Community Study Groups	_____
Ministers	_____	Voluntary Health Organizations	_____
Parents	_____	Others (Please specify)	_____

**Specially Qualified Teachers**

such as:		_____
Biology	_____	_____
Health Education	_____	_____
Physical Education	_____	_____
Home Economics	_____	_____
Social Sciences	_____	_____
Others (Specify)	_____	_____

6. In the development of the sex education program in your high school, who of the following were more helpful in planning the program? Indicate by (X).

Physician(s)	_____	School Health Council	_____
Dentist(s)	_____	Curriculum Committee	_____
Public Health Nurse(s)	_____	School Board	_____
Clergy	_____	Parent-Teacher Association	_____
School Administrators	_____	Civic Groups	_____
Teachers	_____	Others (Please specify)	_____
Parents	_____	_____	_____
Students	_____	_____	_____

**III. Instruction program**

1. What topics are covered in your high school's sex education program? In the chart on the following page please indicate under section A the code number which describes the extent to which each of the topics listed on the left is discussed in the teaching areas listed across the top of the chart. In each of the appropriate cells under section A, place the code number indicating the extent of coverage. If the topic is covered in a class where there are only boys, indicate your response in the row labeled BOYS; if the topic is covered in a class where there are only girls, indicate your response in the row labeled GIRLS; if the topic is covered in a class where both boys and girls are taught together, indicate your response in the row labeled TOGETHER.

Under section B, further indicate by (X) the grade or grades in which each topic is covered, either for boys in a separate class, girls in a separate class, or in classes where boys and girls are taught together.



CODE 0—Not at all 1—General 2—Extensively	A. Teaching Areas										B. Grades					
	Agriculture	Biology	General Science	Health Education	Home Economics	Physical Education	Social Studies	Special Lectures	Others (Specify)		7	8	9	10	11	12
Anatomy of Generative Organs																
	Boys	Girls	Together													
Animal Reproduction																
	Boys	Girls	Together													
Human Reproduction																
	Boys	Girls	Together													
Menstrual Hygiene																
	Boys	Girls	Together													
Seminal Emissions																
	Boys	Girls	Together													
Masturbation																
	Boys	Girls	Together													
Heredity and Eugenics																
	Boys	Girls	Together													
Prostitution																
	Boys	Girls	Together													
Venereal Diseases																
	Boys	Girls	Together													
Physical, Emotional & Social Changes in Adolescence																
	Boys	Girls	Together													
Dating, Petting, Necking																
	Boys	Girls	Together													
Courtship and Engagement																
	Boys	Girls	Together													
Mate Selection																
	Boys	Girls	Together													
Adjustment in Marriage																
	Boys	Girls	Together													
Planned Parenthood (Family Spacing)																
	Boys	Girls	Together													
Hygiene of Pregnancy																
	Boys	Girls	Together													
Infant Care																
	Boys	Girls	Together													
Family Responsibilities for Sex Education of Children																
	Boys	Girls	Together													



#### IV. Personnel

1. The chart below is designed to investigate the backgrounds of those persons who contribute to the sex education program in your high school. Space is provided for fourteen individuals and you are requested to submit information for all persons in your school who contribute to the sex education program. For example, if you have three persons who have responsibilities in the sex education program, answer for persons 1, 2, and 3 in the first three columns, using a separate column for each individual. Do not identify the persons by name.

1 2 3 4 5 6 7 8 9 10 11 12 13 14

Male Indicate by (X)	
Female Indicate by (X)	
Married Indicate by (X)	
Single Indicate by (X)	
Teaching Experience (Years)	
Children (Number of Offspring)	

#### SPECIALIZED TRAINING OR EXPERIENCE IN WHICH OF THE FOLLOWING FIELDS. Indicate by (X).

Health Education	
Physical Education	
Recreation	
Medicine (Doctor, Nurse)	
Biological Science	
General Science	
Social Science	
Guidance Work	
Home Economics	
Agriculture	
Others (Specify)	

2. How were the teachers in the sex education program in your school chosen for this work? Indicate by (X). On the basis of special training \_\_\_\_\_  
On the basis of a well-rounded personality \_\_\_\_\_ On the basis of training and personality \_\_\_\_\_ Others, specify \_\_\_\_\_
3. If a workshop course of training in family health and human relations including sex education were offered in colleges of the Commonwealth, do you believe that your community or school would cooperate by encouraging properly qualified persons to attend this course? Indicate by (X). Yes \_\_\_\_\_  
No \_\_\_\_\_ Undecided \_\_\_\_\_



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*Phoebe Eleanor Forrest*



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## Dating and Rating

*by Phoebe Eleanor Forrest*

Human relationships have been the subject of many books, debates, discussions and experimental studies. These relationships begin within the framework of the family and increase in their scope and complexity as the individual reaches various levels of development. From the fact-finding report of the 1950 White House Conference comes the statement that in each stage of a child's development there is a central problem that has to be solved, temporarily at least, if the child is to proceed with vigor and confidence to the next stage.

Adolescence is one of these stages of development. During this time the young person begins to relate himself to another person . . . and his relationships, especially with members of the opposite sex, assume an increasingly important role. By making a successful adjustment in these relationships he is preparing himself to develop more skills and resources, to enrich his role as a date, as a mate, and finally as a parent.

It is within this period of development that the adolescent can build habits of thought and action which will bring happiness to the future home partnership.

### *Dating is significant*

From the point at which the adolescent views life there are few problems more central than those concerned with "Whom shall I date and how can I rate?" The significance of learning more about the dating behavior of adolescents is established when we recognize that creative marriage and family relationships develop from successful adjustments made by the individual in these earlier years.

One of the most outstanding characteristics of the adolescent is his awareness of and development of heterosexual interests. In our American culture



*dating* is the term given to the process by which these interests are developed. The definitions of a *date* are as varied and numerous as are the personalities of the people involved . . . but dating, in general, can be an experience which holds the prospect of satisfying some of the deepest human needs.

If we believe that dating is a process by which the individual learns to adjust not only to the other person but to the social environment around him, then a knowledge of the dating patterns and activities in a specific community will help us to understand some of the forces to which an adolescent must adjust.

### *High school dating patterns*

There were two main reasons for attempting this study of the dating patterns and activities of high school boys and girls.

- First of all, for teachers, group workers, parents and other lay or professional people who are working directly with high school students—whether in planning a family life education course, group discussions, co-ed conferences or canteen activities—it becomes increasingly important to know the problems, concerns and patterns of high school students as they date and try to rate with other students.
- In addition, we are interested in learning more about the role of the parent and the parent-adolescent relationship as it is affected by the dating process.

The dating patterns and activities described here may or may not be similar to dating patterns which exist elsewhere. We hope, however, that these findings can be added to research conducted in other parts of the country . . . and that together the facts will contribute to our understanding and appreciation of the adolescent dating pattern as a part of our culture.

### *The experimental group*

We selected the junior class in a high school in Pennsylvania as the group to study so that teachers in the high school would be able to use our findings in planning courses and activities for the students' senior year. Their anonymous answers to a questionnaire supplied the raw material for our study.

Frequent talks "around the fringes" with teen-agers, conferences with teachers in the high school, discussions with parents, plus my three years' experience as director of a teen-age program provided a background for constructing the first draft of the questionnaire.

A pre-test of this first draft in a high school in a neighboring community showed that certain questions had to be revised, others omitted or added. Later we gave the final questionnaire to the high school students during their home-room activity period at school.

The schools of the borough in the community studied are part of a joint school system which includes five neighboring townships. The children from



*Dates today—  
a home tomorrow.*



the outlying areas come to school in busses which arrive at 8:00 and leave at 3:15. The children from the outlying townships make a 68-mile round trip. The enrollment at the high school in 1951 was 171 10th-graders, 160 11th-graders and 151 twelfth-graders.

Of the 70 boys and 69 girls—from 14 to 18 years old—who answered the questionnaire, about half lived in town, while the rest lived in the surrounding area. Most of their parents had received education beyond grade school and the majority had three or more children. Only 18% of the students came from homes affected by the death, divorce or separation of their parents.

Four of the points we especially wanted to study were:

- The high school students' definition of the term *dating*.
- The reasons given by teen-agers as to why they date.
- Their attitudes toward dating.
- The characteristics they believe help to make a person rate and be popular with his friends in high school.

#### *What is dating?*

How do today's teen-agers define dating? As much of the literature points out, it is a phenomenon which has arisen during the 20th century in American





*They are  
learning  
to belong.*

society because of the relative equality of the sexes, our heterogeneous ethnic and cultural groupings, our freedom from many traditional restraints and our social mobility. If we asked a teen-ager in London or Calcutta to define the term, we would find quite a difference in interpretation.

Our junior class responded with a variety of definitions. To quote from the questionnaire, some indicated they considered dating as a "prearranged social commitment"; others as a "friendship"; still others as "preparation for mate selection."

Although the boys and girls largely agreed in their definition of the term, more girls than boys thought "dating is one step toward finding the proper mate" or "dating is shopping around for a future life partner." The girls mentioned "preparation for mate selection" more often as the reason why they date than did the boys.

#### ***Boys are more specific***

The girls also defined dating in a loose or broad sense—such as "having fun with someone you like"—whereas the majority of the boys were more specific and definite in their interpretation. Boys felt that dating was a prearranged affair with a certain girl at a certain time at a certain place.

Many more girls than boys indicated that they were currently dating. If the girls feel that social pressure and approval insist that they be dating and if they are somewhat restricted by the fact that boys take the initiative in asking for the date, they might tend to define the term more loosely.

When asked "Why do you date?" the students replied that they date for fun, enjoyment, to have a good time and to learn to understand the opposite sex.

#### ***Girls date more often***

Is there a sex difference in the frequency of dating? Girls date more frequently than boys. Almost half the boys we questioned did not date; only a quarter of the girls did not date. The earlier physical and social



maturity of girls during their pubescent years explains this sex difference. Girls are ready and more interested at an earlier age to engage in heterosexual activities than are boys who are participating in sports and beginning to look toward preparation for a vocation.

Boys are also confronted with an economic problem which girls do not face . . . and this budget factor assumes even more importance when dates take place outside the home, at dances or movies.

Girls tend to date boys in the same grade or a grade higher . . . boys choose their dates from their own class or a grade lower. This dating pattern gives the freshman, sophomore and junior girls more chance than the senior girls to date school boys.

Friday and Saturday are the most popular date nights. The usual time for ending dates on a school night is 10 o'clock, on week-ends midnight.

Single and double-dating patterns differ between boys and girls. Double-dates are more popular with girls, while the boys tend to enjoy single dating. Very little group dating was mentioned.

Over 75% did not dutch-treat.

### *Going steady*

As mentioned before, nearly half the boys and a quarter of the girls did not date. Approximately a quarter of the whole group were going steady. One girl wrote, "Everyone in this school feels they *must* go steady, but I don't feel this is my case." In conversation with other students, I also sensed the concern of some girls that "going steady is the thing to do and if you don't go steady you miss out on a lot of fun."

In answering the questionnaire, students said they thought most of them went steady "because they like each other more than anyone else." They selected this response many more times than the other replies—going steady helps you to have continuous dates, helps you to rate among other students and means you think you are in love.

More girls than boys were members of a clique within their high school, but over half the students mentioned that their dating was not limited to members of their clique.

### *Just act natural*

Where did they get most of their ideas on how to be popular on dates? Boys got most of their ideas from classmates or older friends. Most of the girls got their ideas from magazine articles. One boy crossed out all the suggested sources and wrote, "You don't need to get ideas about how to be popular. Just try to act natural and you can be popular on dates."

As many other research studies have indicated, movies, car-riding and dancing are the three most popular dating activities for the adolescent boy



and girl. These three—along with parties and teen-age canteens—were favorites with the group we studied.

Similarity of religious faith does not seem to be an important factor in the dating life of these students. Other research has indicated that common religious beliefs are felt to be more essential and are more desired in marriage than in dating.

#### *Parents and their dating children*

In moving from childhood to adulthood, adolescents are trying to adjust themselves to patterns of living that fall within the range approved for them by society. As they are adjusting, they reveal much of all they have learned through experience in the most intimate cultural grouping . . . the family.

Who usually determines the time they come in from dates? The girls indicated that their parents usually set the time, while the boys felt that it was the responsibility of the girls they were dating.

Over half these girls and boys earned their spending money by taking part-time jobs. More girls than boys indicated they received an allowance from their parents or asked their parents for money when they wanted it.

#### *Confiding in parents*

In our concern to educate for better family living we recognize the importance of a relationship between *both* parents and their children which permits and encourages youthful confidences. More of these students discussed their dates with their mothers than with their fathers. Studies reported at the White House Conference likewise emphasized that the relationship of both boys and girls was more intimate with their mothers than with their fathers and that girls discussed things more freely with both parents than did boys.

One of the most significant findings in our study is the fact that approximately half the boys and a quarter of the girls did not discuss their dates with either parent. A fifth of the boys discussed their dates with no one.

#### *Family arguments*

What did students argue about? They had more disagreements with their mothers than with their fathers, usually about these matters:

- How late to stay out?
- How often to date?
- Who should drive the family car?
- Why not help more around home?

Most of the students felt it was necessary for their parents to approve of the person they were dating and to know where they were going on their dates.





*A boy likes  
single-dates.*

*A girl likes  
double-dates.*



Two other findings of significance to those interested in family relationships are:

- More than half the group were not encouraged by their parents to entertain their dates at home.
- More than half the boys and 26% of the girls felt that their parents were uninterested in their dating life.

#### ***Popularity ingredients***

What does a teen-ager think he must do to be popular? What are the characteristics which enable a person to rate?

Boys and girls agreed on the four characteristics they ranked as contributing the most to popularity. They felt it was important for a person . . .

- To be friendly, courteous and respectful.
- To have a sense of humor.
- To be a good conversationalist.
- To be able to be a follower as well as a leader.

Smoking was considered least essential by both boys and girls, as were "enjoying liquor in groups" and "dating popular students only." Few boys indicated that it was necessary for a person to "come from the right family" (8% of the boys, 18% of the girls) and "belong to a clique" (11% of the boys, 20% of the girls).





*Many never  
date at home.*

Few girls felt it was necessary to pet (3% of the girls, 11% of the boys) and to neck (11% of the girls, 30% of the boys). Many more boys (31%) than girls (11%) were "not sure" whether or not petting increased a person's popularity.

Did they think good looks or attractiveness an essential "rating trait"? Fifty-four per cent of the boys and 38% of the girls thought so. "Being active in a lot of clubs" was essential to 42% of the girls, to 29% of the boys.

In short, there are patterns of essential and non-essential characteristics which adolescents believe contribute toward popularity in high school.

#### *Implications of our findings*

- Homes and schools should provide satisfying heterosexual group activities for youngsters in their early teens.
- In planning youth programs and activities, families, schools and community agencies should not continue to ignore the accepted fact that girls mature socially faster than boys.
- Boys and girls need to talk out their problems with adults who will listen sympathetically.
- It is unfair to try to treat all teen-agers just alike.
- If we would really understand and work with teen-agers, we must continue to study them.

#### *Unfinished business*

Our original plan was to study the correlation between a student's participation in extracurricular activities and the frequency of his dates. Since time did not permit this, I recommend that it be the subject of further study. Additional research might cover the correlations between the adolescent's dating pattern and the socio-economic status of his family, his ordinal position in the family, and his residence in a rural or urban community.

Of considerable value would be a study comparing teen-agers who date to those who do not . . . to determine what factors in the adolescent's personality and environment influence his relationship with the opposite sex.



## Rating and dating patterns

*Do not sign this form. Answer every question.*

1. On the average, how often have you dated this school year?  
 \_\_\_\_\_ every night                      \_\_\_\_\_ twice a month  
 \_\_\_\_\_ more than once a week        \_\_\_\_\_ once a month  
 \_\_\_\_\_ once a week                        \_\_\_\_\_ not at all
2. Do you date mostly someone in the: (check *one*)  
 \_\_\_\_\_ freshman class                      \_\_\_\_\_ senior class  
 \_\_\_\_\_ sophomore class                      \_\_\_\_\_ high school graduate  
 \_\_\_\_\_ junior class                            \_\_\_\_\_ do not date
3. Do you *usually* date someone: (check *one*)  
 \_\_\_\_\_ within your same neighbor-        \_\_\_\_\_ from area surrounding town  
    hood                      \_\_\_\_\_ do not date  
 \_\_\_\_\_ another part of town
4. Have you ever dated a college student? Yes \_\_\_\_\_ No \_\_\_\_\_
5. How did you meet these college dates?  
 \_\_\_\_\_ through family    \_\_\_\_\_ at church                      \_\_\_\_\_ haven't dated col-  
 \_\_\_\_\_ through friends    \_\_\_\_\_ at dances                      lege students.  
 \_\_\_\_\_ at work  
    \_\_\_\_\_ (list others)
6. If you had your choice, would you rather date a high school student  
 \_\_\_\_\_ or a college student \_\_\_\_\_?
7. Do you feel shy or ill at ease with the opposite sex?  
 \_\_\_\_\_ usually, if so when? \_\_\_\_\_  
 \_\_\_\_\_ sometimes, if so when? \_\_\_\_\_  
 \_\_\_\_\_ never
8. Maybe your dates are yet to come. If you don't date, what are your reasons?  
 \_\_\_\_\_  
 \_\_\_\_\_
9. What *two* nights in the week do you date most frequently? \_\_\_\_\_
10. In your opinion, what is a good time to end a date on a school night  
 \_\_\_\_\_, on weekends \_\_\_\_\_?
11. Who determines the time you must come in from your dates?  
 \_\_\_\_\_ you                                      \_\_\_\_\_ your crowd  
 \_\_\_\_\_ your parents                            \_\_\_\_\_ don't date  
 \_\_\_\_\_ your date                                \_\_\_\_\_ (list others)
12. Are most of your dates?  
 \_\_\_\_\_ single dates                            \_\_\_\_\_ group dates  
 \_\_\_\_\_ double dates                            \_\_\_\_\_ don't date



13. Do you dutch treat? Never — sometimes — usually —.
14. Do you enjoy dating people older — younger — same age —?
15. At present, are you (check *one*)
- dating with different persons?
  - going steady with one person? How long? —
  - engaged, when do you plan to marry? —
  - married, how long have you been married? —
  - do not date.
16. Check **ONLY** if going steady!
- A. Do your parents approve of your going steady? Yes — No —  
Aren't concerned —
- B. Do you think you will eventually marry your current steady? Yes —  
No —
17. Do you think most couples go steady because they like to have continuous dates —, to rate among students —, because they think they are in love —, they like each other more than any one else —, (list others) —
18. At what age did you begin dating? —
19. Do you belong to a clique? (A group that does things and goes places together) Yes — No —
20. Do you usually date within the same group that you pal around with in school? Yes — No — Do not date —.
21. Where do you usually get your spending money? (check the *usual* way)
- regular allowance from parents
  - ask parents when I want it
  - earn it by working at home
  - earn it on a job. What kind of work do you do? —
22. Do you discuss your dates more with your mother —, your father —, both —, neither —? If neither, with whom? —
23. Do you entertain your dates at your home — or are you entertained at their home —?
24. At what age would you like to be married? —
25. Where do you get your best ideas about how to be popular on dates?
- from parents
  - from brothers and sisters
  - from classmates
  - from older friends
  - from reading articles in magazines (such as "Seventeen," etc.)



26. Do you smoke? Never ——— Sometimes ——— Usually ———.

27. How do you feel about your date smoking?

\_\_\_\_\_ do not care if my date \_\_\_\_\_ prefer my date to smoke  
smokes \_\_\_\_\_ do not date  
\_\_\_\_\_ do not like my date to smoke

28. Do you drink? Never ——— Sometimes ——— Usually ———.

29. How do you feel about your date drinking?

☐ do not care if my date drinks  
☐ prefer my date to drink  
☐ do not date  
☐ do not like my date to drink

30. Would you say that most of your dates are:

☐ enjoyable                      ☐ boring  
☐ satisfactory                  ☐ do not date

31. What three things do you do most frequently on dates? Check only *THREE*.

_____ go to movies	_____ go to parties
_____ go riding in car	_____ go out to eat
_____ make your own fun at home	_____ engage in some sport, such as
_____ go dancing	_____ swimming, etc.
_____ go walking	_____ do not date
_____ do something else, such as _____	

32. List the places that you go to *most often* on dates:

1.	3.
2.	4.

33. List things that have recently caused disagreements between you and your parents. Do not limit this just to your dating life.

- 1.
- 2.
- 3.
- 4.

34. Are most of your disagreements: (check one)

\_\_\_\_\_ with your father  
 \_\_\_\_\_ with your mother  
 \_\_\_\_\_ with both parents

35. Do you feel your parents' marriage has been:

\_\_\_\_\_ very happy  
 \_\_\_\_\_ as happy as most married couples  
 \_\_\_\_\_ unhappy



What do you think a person must do to be popular in high school? Be sure to check each item:

36. Be good-looking or attractive
37. Have a sense of humor
38. Be smooth in manners and appearance
39. Belong to a clique
40. Know how to dance well
41. Have a good line
42. Come from the "right" family
43. Date popular students only
44. Be active in a lot of clubs
45. Smoke
46. Neck
47. Pet
48. Have many partners at a dance
49. Be in demand as a date
50. Enjoy liquor in groups
51. Be friendly, courteous, respectful
52. Be able to be a follower as well as a leader
53. Be able to entertain the gang at their home
54. Be a good conversationalist
55. Be a good dresser
56. List others

[illegible]

Check YES or NO to the following questions:

Yes No

57. Should a girl ask a boy for a date?
58. Should you date a person your parents do not approve?
59. Should your parents know where you go on your dates?
60. Do you avoid dating a person of a different religion?
61. Do you have a "curfew" hour on your dates?
62. Do your parents encourage you to entertain your dates at home?
63. Have your parents provided space and equipment for such entertaining?
64. Do you feel your parents are genuinely interested in your dating life?
65. Do you think a mixed party should have a chaperone?
66. Do you look upon your high school dating as successful courtship for marriage?
67. Does your family own a car?
68. Have you and your family worked out an agreement for sharing the family car on date nights?
69. Do you think your parents are too strict about your dating habits?



- \_\_\_\_\_ 70. Do your parents usually know when you return from dates?  
 \_\_\_\_\_ 71. Do you think high school parties tend to imitate college affairs?  
 \_\_\_\_\_ 72. Do you use college facilities for dating or recreational purposes?  
 \_\_\_\_\_ 73. Does your family rent rooms to college students?  
 \_\_\_\_\_ 74. Have such roomers helped you get dates?  
 \_\_\_\_\_ 75. Does the use of the phone cause disagreements in your family?  
 \_\_\_\_\_ 76. Do you enjoy going on "blind" dates?  
 \_\_\_\_\_ 77. Have you ever had a "pick-up" date?  
 \_\_\_\_\_ 78. Do your parents approve of your dating a college student?

Place a check mark in the first space if you participate in the following activities and a check mark in the second space if you hold an office in the group.

Member Officer

- \_\_\_\_\_ Yearbook staff  
 \_\_\_\_\_ School paper  
 \_\_\_\_\_ Tri-Hi-Y or Hi-Y Club  
 \_\_\_\_\_ Cheerleading squad  
 \_\_\_\_\_ Class plays, operettas  
 \_\_\_\_\_ Band, orchestra, glee club  
 \_\_\_\_\_ Varsity sports  
 \_\_\_\_\_ Student council  
 \_\_\_\_\_ Church Door Canteen

Member Officer

- \_\_\_\_\_ Church groups  
 \_\_\_\_\_ Commercial club  
 \_\_\_\_\_ Debating squad  
 \_\_\_\_\_ Honor society  
 \_\_\_\_\_ Class officer  
 \_\_\_\_\_ Athletic Association  
 \_\_\_\_\_ F. H. A.  
 \_\_\_\_\_ F. F. A.  
 \_\_\_\_\_ Dramatics

Other activities \_\_\_\_\_

\* \* \* \* \*

Age: \_\_\_\_\_; Sex: Male \_\_\_\_\_, Female \_\_\_\_\_; Grade: \_\_\_\_\_;  
 Course: General \_\_\_\_\_, Business \_\_\_\_\_, Vocational Ag \_\_\_\_\_.

Do you live in town \_\_\_\_\_ Outside of town \_\_\_\_\_

Religious preference: Protestant \_\_\_\_\_, Catholic \_\_\_\_\_, Hebrew \_\_\_\_\_,  
 Other \_\_\_\_\_, None \_\_\_\_\_

Occupation of father \_\_\_\_\_ Place of occupation \_\_\_\_\_

Occupation of mother \_\_\_\_\_ Place of occupation \_\_\_\_\_

Number of brothers \_\_\_\_\_, sisters \_\_\_\_\_ in family

Your position among the children in your family is (encircle) 1 2 3 4 5 6 7

Has either of your parents been divorced \_\_\_\_\_, separated \_\_\_\_\_, widowed  
 \_\_\_\_\_, remarried \_\_\_\_\_

Is your health excellent \_\_\_\_\_, good \_\_\_\_\_, fair \_\_\_\_\_ or poor \_\_\_\_\_?

Check the highest year of schooling your parents completed:

Father

- \_\_\_\_\_ grade school  
 \_\_\_\_\_ high school  
 \_\_\_\_\_ college  
 \_\_\_\_\_ graduate study

Mother

- \_\_\_\_\_ grade school  
 \_\_\_\_\_ high school  
 \_\_\_\_\_ college  
 \_\_\_\_\_ graduate study



## VD Movies and Beer

### *Social hygiene makes the rounds*

by Mrs. Uxenia S. Livingston

Will tavern habitués share their alcoholic hours with health education workers? Will owners of night spots offer VD films with their beer?

These are some of the questions that challenged the Missouri Social Hygiene Association in its efforts to reach the vast "unreached" of St. Louis' Beaumont area. We had no doubt that the Beaumont people needed social hygiene information . . . no doubt that only a daring, unconventional approach could do the job. But was bar-hopping the answer?

We decided to take a chance. The Subway Gardens, a midtown tavern in a congested Negro district was to be the "opening night" locale. The owner, a family friend, courageously gave us permission to show "Feeling All Right" and the Jackie Robinson short on VD.

It took weeks of negotiation with neighborhood theaters, the motion picture operators' union, the city health department and night workers at the Subway Gardens before 70 guests there saw the films on September 29, 1951.

#### *An attentive group*

In the gloom I could make out attentive faces watching the films. When the showing was over, one neatly dressed woman looked up reflectively from her glass of beer to say with assurance, "You ought to show these films all over the world. Everyone should know these facts. And thank you for the pamphlets." Others joined her in showing their appreciation of the Missouri Social Hygiene Association and the municipal health department. They were proud they could help in making St. Louis free of VD.

And when I mentioned that our main concern is for healthy, happy family life several people asked for publications on family harmony.

With a broad smile the tavern manager, who probably had shared my earlier trembling, came over to me and asked for a return showing. This was the kind of encouragement we needed. Now we could be more venturesome.

#### *Their enthusiasm*

Between September 29, 1951, and October 16, 1952, we filled 12 engagements, mostly during the fall months. During this time our stagefright melted before the warmth of our audiences' response. They got over any qualms they may have felt in being brought face to face with a realistic health message during the hours they reserved for escape . . . and were enthusiastically vocal:



"Yes, I'll pass out these handbills."

"We need shows like this. When will you be back?"

"Where can you get these blood tests? How often?"

Most of them are Negroes of the lower income group. On week-ends they crowd into these dirty, dim interiors, sometimes mere basements, where they drink cheap alcohol to the blaring notes of juke-box or combo. The tavern owners, usually white men, are helped by Negro managers.

#### *A lady is present*

We have to be ready for the unexpected. In one place the manager asked us to move over. "The police are here to stop a fight. We're sorry this had to happen tonight," he said. In another spot a bibulous admirer shouted down a noisy fellow with the reminder that a lady was present. "This is education. We need it," he said. Then he turned to me, "Say, I like your looks. When'll you be back?"

All types, all personalities. If we estimate correctly, about 322 in all. Some, fashionable, attractive, congregating in three of the better places, were more restrained in their comments. One woman assured me that if we needed a donation for this good work, we could call on her any time.

#### *Kudos to the tavern-owners*

This widespread approval of patrons is most gratifying to tavern-owners who put public welfare before business success. Their risk of customer displeasure was a real one, and we shall not forget their cooperativeness . . . tangibly expressed in their distribution of over 4,000 pamphlets.

Without cooperation we could not give one showing. Even one evening's presentation requires several contacts. In one case we arranged for 12 interviews before the stage was set. We still have our sights fixed on a tavern

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*M.A., Eden Seminary. Studied social work at  
Hull House and the University of Chicago.  
Health educator, Missouri Social Hygiene Association.  
Mrs. Uxenia S. Livingston*





which has been so consistently crowded that after three visits, we have not been able to get within speaking distance of the manager.

The St. Louis Health Department has been of inestimable help to us, always willing to cooperate, reflecting the cordial and productive relations that have existed between our agencies through the years.

Not the least of my satisfactions comes when I return to the office to hear Mrs. Josephine Hart Brown, our executive director, say, "Uxenia, you're doing a fine job that takes courage. Be very careful. I'll go with you whenever possible."

Or when I hear Dr. Harriet S. Cory, our beloved pioneer, say, "I'll go with you on some of these dangerous trips."

Though we have no way of checking the final results of these tavern experiments—just one phase of the Missouri Social Hygiene Association's activities—we believe that we've accomplished much in "reaching the unreachable." And they become touchingly proud when I tell them after the showings and discussion that they are all members of an overall committee on "Passing-On-Information."

In one evening's time the attitudes of these tavern habitués toward VD have changed. We've seen them become aware of this health menace . . . of the fact that it can hit them, that it can be easily treated, that it can be controlled.

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## San Jose's committee links police and public

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*by A. P. Hamann, City Manager  
and Ray Blackmore, Police Chief*

The citizens' advisory committee of the San Jose (Calif.) police department has completed its first year of existence as an integral part of our civic life. We are more than satisfied with the accomplishments made possible by this association of citizens and law enforcement officers, for they are doing well what they set out to do . . .

- To foster a closer relationship between the people of San Jose and their police department.
- To stimulate city-wide interest in educational programs designed to help the individual protect his life and property.
- To pool information useful to the police in controlling detrimental influences.
- To tell the public about the steps taken by the police department to control vice and crime.
- To act in a consultative capacity on policies suggested by the city administration and to determine whether they would prove beneficial to the community.

The committee came into being when we called together representatives of the clergy, merchants' association, PTA, the press, radio, labor, veterans' organizations, dads' clubs, and government agencies and explained why we



needed them . . . to help us cope with the social aspects of crime aggravated by economic conditions and a vast increase in our population. We emphasized that we wanted them to help us in our job of controlling crime, not to dictate policy nor to interfere with normal police functions.

In this first year, the 29-member committee has helped the police set up such diverse projects as a lecture series designed to help retail clerks prevent shoplifting, a bicycle safety program for juveniles, and for both adults and high school students an educational program to prevent drug addiction.

The committee serves as a kind of clearing-house of information, passing on to the public information about prostitution conditions and relaying to the police what the citizens have to say. This two-way channeling of facts assures the police of public support in their efforts to suppress vice and gives them valid leads on prostitution activity. The information they now get from citizens is authentic, unlike the anonymous tips and leads that used to waste their time.

#### *Success without reservation*

In the opinion of all concerned San Jose's citizens' advisory committee has proved an asset to the police department, and no doubt it will become a permanent part of our civic life. The response by public-spirited citizens to our suggestion that they take a permanent part in law enforcement work has been gratifying to those of us who are their municipal servants. This is especially true as they have come to recognize that many of the difficulties faced by the police today have developed into social problems . . . and as such can be successfully combatted only if there is mutual understanding and a desire by citizens and their law enforcement officers to aid one another.

Now the San Jose police department knows it has strong backing . . . knows it won't be smeared with unjust publicity . . . knows it need not fear the machinations of prostitution racketeers and middlemen.

#### *We light the way for others*

Other police departments, long tolerant of vice in the mistaken belief that citizens want it, would do well to study San Jose's plan. If their record is clean, they should have no qualms about committee interference. Instead, they will enjoy the confidence and support of a satisfied community free of prostitution and related activities.



## BOOK NOTES

Elizabeth B. McQuaid

*Readings in Marriage and the Family*, edited by Judson T. and Mary G. Landis. New York, Prentice-Hall, 1952. 460p. \$5.65.

Here is a prize package of 75 articles by almost as many authors, each of whom has made a substantial contribution to the study of marriage and the family.

Margaret Mead leads off in part I with a report on the contemporary American family. Emily H. Mudd and Malcolm G. Preston bring the volume to a constructive and hopeful close with articles on education, counseling and research. In between, a star-studded list of contributors presents a variety of points of view backed up by research.

The book's 16 parts include, among others, studies on dating and courtship practices, mate selection, marital adjustments, wife-husband-child interaction, mixed marriage, women's roles and sexual behavior.

Most of the selections are recent and all are readable, although the emphasis on research in marriage and the family limits the usefulness of the volume somewhat.

This volume would be an unusual and valuable text. Students of family life will certainly find it helpful as a reference. It fills in the gaps and unifies the subject since the terms *marriage* and *family* have become loosely applied to a multitude of topics.

Whether the general public will get much out of these readings is a question, for the authors presuppose a reader with considerable background.

The articles are stimulating because of their divergence of viewpoint . . . "you pays your money and you takes your choice." English, Waller, Mead, Bossard, Ogburn, Kingsley, Levy, Kirkendall, Murdock and dozens of others are at their brilliant best.

Section XIV, "Standards of Sexual Behavior," is a hard-hitting, candid, realistic treatment of the sexual mores of our day. In the last section the article, "Penicillin Is Not Enough," is of special interest to social hygiene readers.

This is the kind of publication that looks easy to assemble, but isn't. It is the kind that made the reviewer say, "Now, why didn't I think of that?"

Elizabeth S. Force  
Toms River (N. J.) High School



*Growth and Development of the Preadolescent*, by Arthur Witt Blair and William H. Burton. New York, Appleton-Century-Crofts, 1951. 221p. \$2.25.

The authors recognize that while the psychology of adolescence has received much emphasis, preadolescence has been largely neglected. Both are experienced and competent educators and administrators, Dr. Blair at North Texas State College, Dr. Burton at Harvard. Their major considerations include:

- The changing social insights of the preadolescent.
- The preadolescent and his subjection to strong cultural impositions.
- Physical growth and its relation to behavior.
- Intellectual development and its relation to behavior.
- General characteristics of preadolescence.

Particularly suggestive is the tentative list of characteristics of the period. The section on guiding the development of the preadolescent includes general principles and corollary practices recommended for dealing with children of this age. Likewise, the suggestions to enable parents and teachers to react constructively to the emotional and social difficulties of preadolescents should be helpful to both groups.

The volume is written simply and should be readily understood by educated parents as well as teachers of various degrees of experience. It should also be helpful to social hygiene workers concerned with parent-child guidance programs and problems.

Jacob A. Goldberg, Director  
Social Hygiene Division  
New York TB and Health Association

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*Family Life Education in School and Community*, by Elizabeth McHose. New York, Columbia University (Teachers College), 1952. 182p. \$3.50.

Dr. McHose indicates in her introduction that the approaches used in this book to solving problems in family living are not patterns to be followed since each community must work out solutions to meet its needs.

Various plans indicate in conversational style how the efforts of school and community personnel may be combined successfully to meet complex problems in social living. The author gives concrete illustrations of experiences in family life education that have been carried out in communities of various sizes.

She emphasizes the need for mutual understanding by parents, teachers, pupils and community workers of the plans in order to direct the efforts



of all cooperatively and constructively toward the attainment of common goals.

The latter part of the book is particularly helpful as it indicates the reefs and buoys in working out a family life education program. The author shows how the community can appraise itself and keep its aims clearly in the foreground so that all concerned may understand the challenges and the progress made. Only by frequent inventories can a community know what efforts have shown results, what problems still must be solved. Then it can make plans to give parents and children the help they need to attain happy and satisfying family relationships . . . to the greater personal and social health of the community.

Mary B. Rappaport  
*Associate in School Health Education*  
*New York State Department of Education*

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*Women, Society and Sex*, edited by Johnson E. Fairchild. New York, Sheridan House, 1952. 255p. \$4.00.

The position of women in American society today was the subject of 13 lectures at Cooper Union, here published. They cover social, psychological, political and educational problems, with a final chapter on fashions.

As is usual in such a series, a few of the lectures are perfunctory, and many of them cover familiar ground, the reader knowing what to expect when he sees such names as Margaret Mead, Lena Levine, Marynia Farnham and the like. On the other hand, the book gives a broader view of its subject and a greater variety of interpretation than would be found in the work of any one author.

George Lawton contributes a good discussion of emotional maturity in wives, Ralph J. Wentworth-Rohr makes some telling points in analyzing "Momism," William G. Niederland explains a few of the disastrous results of woman's attempt to repudiate her sex when he talks about psychological disorders of femininity and masculinity, and Gertrude P. Driscoll has words of comfort for women without men.

Harold Taylor argues the need for radical reform in the educational programs now offered for women, but it transpires that he does not want to see them given any substantial preparation to meet the problems they will actually encounter. He merely rings the changes on the old story about "increasing her insight into human affairs," and so on. Training women to be "good wives" would, in his opinion, "be the best way to make them otherwise"—a beautiful paradox indeed!



Failure of the editor to tell something about the 13 contributors is a serious omission. The average reader would like to know the background of those presented to him as authorities.

Paul Popenoe, Secretary  
*American Institute of Family Relations*

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*Handbook on VD*, by Carroll T. Bowen, M.D. Coral Gables, Fla., University of Miami Press, 1952. 66p. \$1.25.

In this brief book Dr. Bowen describes the various venereal diseases for the laity. Any such attempt demands experienced judgment in the selection of material to be presented. From his large experience in talking to lay groups, Dr. Bowen provides information that he has found his audiences need.

To this reviewer it seems that more space might have been given to what the author calls "frozen blood tests for syphilis"—persistent positive tests in spite of good treatment. Such seroresistance is a cause of anxiety and trouble to many patients, and it is important that both physicians and the laity recognize that the persistence of positive serologic tests for syphilis does not necessarily mean a persistence of the disease.

Dr. Bowen defines most medical terms, but he makes no effort to do this for antibodies or to explain seroresistance in syphilis by analogy with the persistence of antibodies in other diseases that have been cured or arrested. He is to be congratulated, however, in bringing this subject to the attention of his readers.

To the syphilologist it may seem unfortunate that such incorrect statements as "some organisms (causing syphilis) reproduce themselves as often as every 20 minutes" when it has been fairly well established that the *treponema pallidum* divides only about once in 30 hours. Such an error, however, is of minor importance in an excellent presentation of material written clearly and forcefully in language that can be understood by anyone with a moderate education.

Evan W. Thomas, M.D., Medical Consultant  
*New York State Department of Health*

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*The Wonderful Story of How You Were Born*, by Sidonie M. Gruenberg. New York, Doubleday, 1952. 39p. \$2.00.

Of the many publications on the story of life for little children, I consider this presentation of Mrs. Gruenberg's outstanding.

It is a unique combination of scientific information with attractive appeal. It is geared to the little child's interest and understanding. And



best of all, it fairly radiates wonder and joy as it unfolds the "really true story of where babies come from."

In a warm, personal, non-technical manner, the grandmother conveys to the little child the marvel of how he—like all his family, friends and every living person—first began from a tiny little egg, not larger than a tiny dot (well illustrated by a dot visible only under a magnifying glass).

The wonder is continued that this tiny egg, from which the little child began, contained nearly everything that made him himself—his knees, elbows, toes, fingernails, tears, smiles and the ability to grow from a little, helpless infant to a boy or girl and later to a man or woman.

The story of how this tiny egg grew in a special place in his mother's body, which was his first home and where he received food, air, was kept warm and protected; the various stages of his development; how his mother's body adapted to his growth and prepared for his birth; the joy of both father and mother awaiting his arrival; the simple explanation of his birth—all told in a non-sentimental, accurate and delightful way—will captivate a child as much as any fairy tale. He will wish to hear it again and again.

The second part of the story includes the need of a father and a mother to start a baby. The simple explanation of a boy and a girl as male and female, the description of body differences, the maturation of ova and sperms, the role of the tiny sperm "*melting* with the tiny egg," starting the egg to grow into a baby and passing on to the baby hereditary factors from his father and mother and all his ancestors back to the time people began . . . the wonder of it all cannot fail to fascinate a child as well as many adults.

The latter part of the book skillfully describes body growth and changes of life to their children in a truthful manner that will fill them with wonder and respect for the universal plan for the continuation of life.

The description of married love in the closeness of both heart and body, resulting in the coming of children and the beginning of "another kind of new thing—the *family*—where love surrounds the children just as love surrounds the joining of the sperm and egg" well illustrates the spiritual aspect of parental love and family living which should be the heritage of our children.

This book should be welcomed by all parents who wish to give the story of life to their children in a truthful manner that will fill them with wonder and respect for the universal plan for the continuation of life.

*Mabel Grier Leshner, M.D., Educational Consultant  
American Social Hygiene Association*



*Helping Children Understand Sex*, by Lester A. Kirkendall. A Better Living Booklet. Chicago, Science Research Associates, 1952. 49p. 40¢.

Parents who are uncertain how to handle the sex interests of their children will find many pointers here to clear up their doubts. Dr. Kirkendall says, "Sex education is unavoidable . . . it's a continuous process . . . it can be easy." Beginning with the problems of the pre-schooler, the booklet progresses to those of the teen-ager and concludes with a discussion of the need for cooperation between community agencies if a proper sex education program is to succeed.

Equipped with bibliography and informally illustrated with clever drawings, this booklet, despite its size, runs a comprehensive gamut.

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*Personal and Community Health*, by C. E. Turner, Dr. P.H. St. Louis, C. V. Mosby, 1952. 9th edition. 659p. \$4.25.

One chapter, *Familial Hygiene*, will acquaint college students with such social hygiene concerns as preparation for family living during childhood and adolescence, the reproductive system, the reproductive process and physiological developments at puberty and marriage.

Providing necessary health information for the job, the home and the community, profusely illustrated, with a summary and bibliography at the end of each chapter, the book concludes with a glossary, index and appendix on the control of communicable diseases, including VD.

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*Into Your Teens*, by Helen Shacter, Gladys Gardner Jenkins and W. W. Bauer, M.D. New York, Scott, Foresman, 1952. 352p. \$1.53 (for teachers). \$2.04.

Designed to help 13- and 14-year-olds solve their problems—whether dating difficulties or otherwise—this eighth-grade textbook is part of a series on health and personal development.

Three units that cover differences in rates of growth, social needs and family conflicts are "Teen Troubles," "Understanding Yourself and Others" and "Living in a Family." Engaging cartoon-type illustrations bring home to teen-agers the right and wrong way of dressing, making friends, going on that first date. There are few who will not recognize themselves in many of the awkward, earnest, puzzled figures. Two pages of dating do's in color differentiating between the boy's role and the girl's ought to bolster the confidence of eighth-graders.

The teachers' edition contains 186 pages of discussion material, including a bibliography.



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- ★ For high school students . . . preparation for satisfying, responsible maturity.
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- ★ Coordinated social hygiene services in every community.
- ★ Protection from VD for everybody . . . all over the world.
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- ★ Workable laws against prostitution and VD . . . vigorously enforced.

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